DOCUMENT RESUME

ED 167 827 **CE 020 365**

AUTHOR Ironside, Anne
TITLE Women's Access Centres: A Proposal. Discussion Paper 03/79.
INSTITUTION British Columbia Dept. of Education, Victoria.
PUB DATE Feb 79
NOTE 49p.; For a related document see CE 020 364

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Access to Education; Adult Students; Changing Attitudes; *Counseling; Educational Needs; *Educational Opportunities; Employment Qualifications; Equal Education; Females; *Information Needs; Job Training; Nontraditional Students; Peer Counseling; Postsecondary Education; Program Budgeting; Program Development; *Resource Centers; Rural Population; Self Actualization; Volunteer Training; *Womens Education; Working Women
IDENTIFIERS British Columbia; Educational Brokering; Womens Access Centres

ABSTRACT

Women's access programs and services are needed to overcome the effects of women's isolation and lack of information about educational opportunities. The favored mechanism for the delivery of women's access programs and services is the Women's Resources Centre model. The center extends women's access programs and services. These programs and services function as educational brokers and assist women in planning their lives. Although women are the new client group for education, postsecondary institutions are not planned for the mature women, and they are fairly inflexible. Women require services to assist them in updating their expectations and working out ways to combine family responsibilities with study and labor force participation. Women are having fewer children and are becoming a higher proportion of the labor force. Women's access programs and services operate by providing information and counseling in community-based settings staffed by volunteers working with professionals. Budgets for an adequately equipped, and alternatively a minimally supported, resources center have been prepared. (Appendixes contain information on a volunteer employment program, rural women's skill development, and life planning methods.) (Author/CSS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED167827

PROVINCE OF BRITISH COLUMBIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

DISCUSSION PAPER 03/79

WOMEN'S ACCESS CENTRES
A PROPOSAL

by

Anne Ironside
Co-ordinator, Women's Resource Centre
Centre for Continuing Education
University of British Columbia

The Division of Continuing Education is interested in your comments on the matters raised in this previously unpublished report, submitted to the Ministry of Education in April, 1978. On the back page you will find a convenient mail-in form, or you may respond in more detail to the address given.

Published February, 1979
Information Services

CE 020 365

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P. Northover

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECOMMENDATIONS:

1. WOMEN'S RESOURCES CENTRES ARE A PROFITABLE ROUTE TO PROVIDE WOMEN'S ACCESS PROGRAMS AND SERVICES. THEREFORE, IT IS RECOMMENDED THAT WOMEN'S RESOURCES CENTRES BE ESTABLISHED IN ASSOCIATION WITH EACH POST-SECONDARY INSTITUTION IN ORDER TO PROVIDE WOMEN WITH ACCESS TO EDUCATIONAL DEVELOPMENT.

2. THE WOMEN'S RESOURCES CENTRES SHOULD BE COMMUNITY BASED CENTRES. THEY HAVE MORE IMPACT THEN INSTITUTIONALLY BASED CENTRES (e.g., IN THE TOWN OF PRINCE GEORGE RATHER THAN AT THE COLLEGE OF NEW CALEDONIA).

3. THE CENTRES SHOULD BE STAFFED BY VOLUNTEER EMPLOYEES WHO WILL EXTEND THE SERVICES, INTERPRET THE CENTRE TO THE COMMUNITY AND CONSERVE FUNDS. PROGRAMS, FACILITIES AND TUTORS ALREADY EXIST TO TRAIN VOLUNTEER EMPLOYEES.

4. CENTRES SHOULD BE STAFFED BY WOMEN IN ORDER TO MAXIMIZE PEER GROUP EFFECTS.

ABSTRACT

PROPOSAL	.Women's Access Programs and Services are needed to overcome the effects of women's isolation and lack of information about educational opportunities. The favored mechanism for the delivery of Women's Access Programs and Services is the Women's Resources Centre model. A Women's Resources Centre extends Women's Access Programs and Services.
WOMEN'S ACCESS PROGRAMS AND SERVICES	.Function as educational brokers and assist women to plan their lives.
NEED	.Women require assistance to plan their educational and labour force participation.
WHY	.Post-secondary institutions were not planned for the mature woman and are more or less inflexible. Women require services to assist them to up-date their expectations and work out ways to combine family responsibilities with study and labour force participation.
FAMILY AND LABOUR FORCE STATISTICS	.Women are having fewer children and are becoming a higher proportion of the labour force. THEY ARE THE NEW CLIENT GROUP FOR EDUCATORS.
ECONOMISTS PREDICT	.Labour shortages as economy expands. The labour force will require the energy of women.
WOMEN'S ACCESS PROGRAMS AND SERVICES OPERATE	.By providing information and counselling in community based settings staffed by volunteers working with professionals.
TWO BUDGETS ARE SUBMITTED	.A) Adequately equipped Women's Resources Centre. B) Minimally supported Women's Resources Centre.

APPENDIX I VOLUNTEER EMPLOYMENT	.Extends educational services and provides training opportunities for women. Peer counselling is provided by a short term counselling training program which enables volunteers to function in a Drop-In Reception Centre.
APPENDIX II SKILLS FOR RURAL WOMEN	.Rural women encounter insuperable obstacles to obtaining training in leadership and program development. Two programs which overcome these are described.
APPENDIX III LIFE-PLANNING	.A framework through which counselling is provided. Three methods are described.

PROPOSAL

EDUCATIONAL PLANS WHICH PROPERLY SERVE THE COMMUNITY MUST INCLUDE WOMEN'S ACCESS PROGRAMS AND SERVICES AND A COMMITMENT TO THEIR SUFFICIENT FUNDING. THIS MEANS THAT EVERY POST-SECONDARY INSTITUTION MUST BE ASSOCIATED WITH A FACILITY WHICH FUNCTIONS AS AN EDUCATIONAL BROKER AND ASSISTS WOMEN TO LOCATE THE LEARNING RESOURCES THEY NEED.

WOMEN'S RESOURCES CENTRES ARE A PROVEN METHOD OF PROVIDING WOMEN'S ACCESS PROGRAMS AND SERVICES. THEREFORE, SUCH PROGRAMS AND SERVICES CAN BE PROVIDED IN THE PROVINCE IF EVERY POST-SECONDARY INSTITUTION HAS A WOMEN'S RESOURCES CENTRE.

Proposal submitted to:

The B.C. Ministry of Education

by

Anne Ironside, Co-ordinator
Women's Resources Centre
Centre for Continuing Education
The University of British Columbia
Vancouver, British Columbia
Canada V6T 1W5

INDEX

RECOMMENDATIONS i

ABSTRACT ii

PROPOSAL iv

INDEX v

DEFINITIONS 1

WHY DO WOMEN NEED AN ACCESS PROGRAM? 2

HOW DO WOMEN PARTICIPATE IN COMMUNITY COLLEGES? 2

CHANGES IN FAMILY STRUCTURE THAT HAVE AFFECTED LABOUR FORCE PARTICIPATION. 3

IN TURN, FEMALE PARTICIPATION AFFECTS THE LABOUR FORCE. 5

HOW DOES A WOMEN'S ACCESS PROGRAM WORK? 6

BUDGET 10

REFERENCES 13

APPENDIX I 15

APPENDIX II 21

APPENDIX III 24

DEFINITIONS

For the purpose of this proposal, women's access programs and services are those programs and services which enable women to adapt to the changing role of women in Canadian society and pepare them for their new responsibilities. The objective of such program and services are to teach women to:

.Locate the learning resources that will help them achieve their goals (educational brokering).

.Plan their lives, e.g., clarify life goals, learn to problem solve the combining of family roles with work, student life or community responsibilities.

.Utilize existing educational facilitites to best advantages.

A useful distiction can be made between Women's Studies, an emerging discipline whose concerns are to deepen the understanding of women and their history via the academic study of women, and Women's Access Programs concerned with providing educational information and counselling to alleviate the social isolation of women and integrate them into society. The difference between the two can be understood as the difference between research (Women's Studies) and the application of knowledge (Women's Access Programs). This proposal is solely concerned with Women's Access Programs.

Women's Access programs and services must be understood within the larger context of educational equity for women. Educational planners must develop policies that benefit men and women. Because women must balance family responsibilities with study, institutional planners must design more flexible structures. Women require such things as more and different kinds of learning opportunities, flexible scheduling of classes and services, part-time study possibilities in all programs and financial assistance for the part-time learner.

The recommendations in this proposal are made from the perspectives gained by the experience of providing Women's Access Program out of a university setting. The University of British Columbia's Centre for Continuing Education's Women's Resources Centre is an example of a model of delivering Women's Access Programs.

THESE SERVICES ARE A "FIRST STEP" AND ACCESS WOMEN TO SUCH PLACES AS MANPOWER, COMMUNITY COLLEGES, UNIVERSITIES, AND PRE-APPRENTICESHIP TRAINING PROGRAMS.

WHY DO WOMEN NEED AN ACCESS PROGRAM?

The world is not the way it used to be. There has been a sudden shift in women's expectations about their lives. Women are choosing labour force participation rather than raising large families.

Therefore, women are the new client group for educators. Women see education as the route to prepare for their new responsibilities.

But women encounter special problems in moving between family, student and work life. Becuase of their social isolation, they lack information about learning opportunities. They have not been socialized to think in terms of long term labour market participation and need assistance in up dating their expectations.

The Goard Commission recognized that "women continue to be excluded from many technical and trades training programs."[1] Women's Access Programs can help to increase female particiaption in non-traditional trades training. Typically older women are hesitant about returning to education and the labour force, and feel out of touch with community resources after being at home raising children. Educational institutions and the workplace were designed to fit men's lives and because of their inflexibility they do not serve women well.

THEREFORE, WOMEN NEED SERVICES TO ASSIST THEM TO LOCATE AND UTILIZE EDUCATIONAL OPPORTUNITIES AND WORK OUT WAYS TO RAISE CHILDREN WHILE BEING A STUDENT OR WORKER.

HOW DO WOMEN PARTICIPATE IN COMMUNITY COLLEGES?

As perceived by college administrators, job related goals are the primary goals of students in the B.C. college system. Women are no exception but their participation patterns demonstrate the difficulties in juggling family and student roles and the need for institutional flexibility.

61.3% of part-time students are women compared with 45% in full-time enrolment (average over all age groups).

Women outnumber men of the same age at thirty (when her last child is likely to be in school full-time). This trend accelerates until at age 40 women represent 69% of enrolment.[2]

In the next fifteen years, as the post-war crop of babies ages, there will be an increase in the 25-44 age group and a decline in the 15-24 age group who have been the traditional concern of post-secondary institutions.[3] This will put new pressures on college administrators and the potentially growing market of part-time students will create a demand for flexible scheduling, career modules and ladders, and information/counselling services appropriate to the mature learner.

As women's perception of their role changes, there is a new consciousness of their rights as citizens. This creates new pressures for institutional flexibility as women look to post-secondary institutions to prepare themselves for the labour market.

> THERE IS A RISING EXPECTATION AMONG WOMEN THAT POST-SECONDARY INSTITUTIONS BE DESIGNED TO MEET THEIR NEEDS.

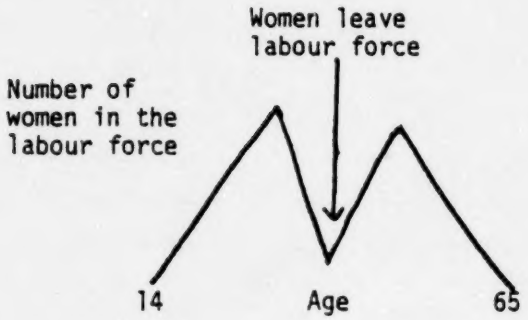
CHANGES IN FAMILY STRUCTURE THAT HAVE AFFECTED FEMALE LABOUR FORCE PARTICIPATION.

Women are having fewer children (1.8 in 1977[4] compared with 3.8 in 1961[5]) and telescoping the timespan between first and last births. The effective child bearing age has shrunk from its earlier range of 15-49 years to the age range of 18-32.[6]

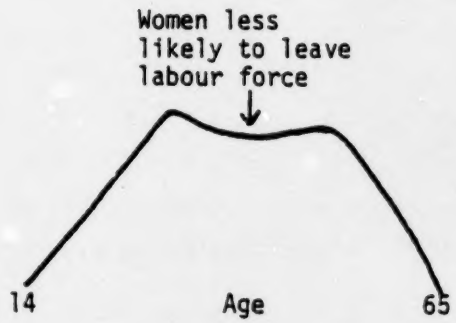
As family size has shrunk, there has been a growing trend toward the two income family. The number of married women in the famale labour force is rapidly increasing. Forty years ago they accounted for 25% and this has risen steadily in every industrial country until they now constitute 60% of the female labour force.

The average woman has 35 years of potential labour market participation after her youngest child is in school. Women are leaving the labour force for shorter periods and there is an increasing trend toward not leaving it at all.

This is represented by the ⩘ curve and the changes in it are as follows:



"TRADITIONAL" PATTERN
OF FEMALE LABOUR FORCE
PARTICIPATION.



"EMERGING" PATTERN
OF FEMALE LABOUR FORCE
PARTICIPATION.

The first "peak" represents a period of work after leaving school; the trough in between the two peaks is the period when women withdraw to raise children; the second peak, always lower than the first, indicates the return of middle age women to the workplace after their children are grown. The trough has become shallower in all countries and in some countries the trough no longer exists.[7]

However, 43% of the women who work are the sole support of their family.[8] Ten percent of families in Canada are single parent households and of these 85.5% are headed by women; of these, only the fortunate are employed and 59.6% of these mother led families live below the poverty line.[9]

WOMEN ARE HAVING FEWER CHILDREN AND DEMONSTRATING GREATER LABOUR FORCE ATTACHMENT BOTH AS SOLE SUPPORT WORKERS AND SECOND INCOME EARNERS.

IN TURN, FEMALE PARTICIPATION AFFECTS THE LABOUR FORCE

Throughout this century in Canada, the percentage of women in the labour force has been steadely increasing.

PERCENTAGE OF WOMEN IN CANADIAN LABOUR FORCE[10]

1901	1911	1921	1931	1941	1951	1961	1970
16	19	20	22	23	24	29	36.5

By 1975 in British Columbia and in Canada, women accounted for 40% of the labour force.[11]

Throughout the world's industrialized societies, there is a trend toward more of the female population working.

PERCENTAGE OF WOMEN WORKING[12]

	1954	1961	1970	1971	1972	1973	1975	March 1978
AUSTRALIA	26	- *	-	37	-	-	-	-
SWEDEN	34	-	-	-	55	-	-	-
FRANCE	38	-	-	-	-	48	-	-
CANADA	-	-	-	-	-	-	-	47[13]

Women are absent from work because of illness less frequently than men. In 1974, 1.86% of women in the full time employed labour force were absent from work, because of illness, for the whole of a particular week; the percentage of men was 1.98%.[14]

Women want to work and they are in the labour force to stay. They make good employees. The benefits of choosing the labour force from all rather than half the talent are obvious.

---

*Statistics not available.

Women's participation in the labour force must be evaluated in terms of long range consequences. As the post-war bumper crop of babies ages, the labour force will contain a greater proportion of older persons. This means possibly less productivity. As economy expands, all predictions are for labour shortages. The labour force will require the energy of women.

Dr. Gail cook, Director of Research, Canadian Economic Policy Committee, C.D. Howe Research Institute states:

> "Concerns about increased female participation rates and the employment consequences may well be a thing of the past as Canada's fears about future productivity become stronger.
>
> Increasingly, economists are predicting that the changing age structure of the population, combined with lower productivity performance will lower the potential rate of growth in the 1980's.
>
> Economists are beginning to look forward to increased female participation rates as a means of counteracting the expected slowdown by providing new energy in working-age population.
>
> What is at issue is the opportunity for women to choose a commitment to the labour force and to be treated in a fashion commensurate with that commitment."[15]
>
> STEPS MUST BE TAKEN TO PREPARE WOMEN FOR LABOUR MARKET PARTICIPATION. TO ASSIST WOMEN TO MAKE WISE CHOICES, WOMEN'S RESOURCES CENTRES MUST BE ESTABLISHED.

HOW DOES A WOMEN'S ACCESS PROGRAM WORK.

Like the University of British Columbia's Women's Resources Centre, other Centres around the province should be able to offer the following services:

Educational Access Information.*
Vocational Planning.*
Drop-In Services.*
Information and Referral.*
Life-Planning Interviews.**
Life-Planning Groups.**
Psychological Tests.**

In addition, professional staff can plan programs in:

Self Development.
Career Development.
Women's Concerns.

A well balanced life planning service will operate on a number of different levels:

.The Drop-In Centre staffed by peer counsellors who are trained to assist women to assess their lives and locate the community educational resources that are right for them.

.An on-going core of life planning services operated by professionally qualified staff. (Interviews, groups and psychological tests).

.Programs where women learn about the changing role of women.

."Special Events" which assist women to focus in depth on some aspects of life change. (Assertive-training, Communication Skills, Decision-making skills).

.Workhops which train women to work with women.***

---

*These services operate by volunteers.
**These services operate by professional staff.
***See Skills for Rural Women - Appendix II

In operating Women's Access programs and services for the past five years, the following factors have emerged as important.

The EDUCATIONAL BROKERAGE function should be emphasized. A new concept, it provides information, counselling, referral and advocacy for adults making career and educational descisions. Adults perceive that their need is for information, not counselling.[16] Therefore, there should be a wide range of information about the formal and informal community learning opportunities presented in an accessible manner in the DROP-IN CENTRE to reinforce the idea that it is information rather than counselling that women need.

An efficient and welcoming service centre can operate by providing VOLUNTEER EMPLOYMENT opportunities. Selected volunteers should be trained to staff the Drop-In Centre office, to work as PEER COUNSELLORS with "drop-in" clients, to act as EDUCATIONAL BROKERS, to assist with VOCATIONAL PLANNING and to be in touch with emerging learning needs in the community (see Appendix I).

The DROP-IN CENTRE should focus on information and self-help. "Counselling" implies special problems beyond adult resources. Thus, counselling is translated into "self-help." Nevertheless, a high percentage of women have problems serious enough to require professional staff with background training and experience in psychological counselling.

All programs and services should operate within a LIFE PLANNING framework as this provides a positive approach and emphasizes the self-determination and responsibility of the learner. Through life planning, the client clarifies her long term goals and develops short term objectives to achieve them. The counsellor assists a woman to understand how education can plan a part in helping her achieve her goals. Programs and services should be set up in "smorgasbord" fashion so that a woman can choose them at her perception of her need and progress at her own pace.

Emphasis in counselling should be placed on preparing women for today's problems and must utilize up-to-date concepts on the psychology of women.

Professional program planning staff should be involved with clients as this is an important method of NEEDS ASSESSMENT and EVALUATION OF PROGRAM APPROACHES.

8

A Centre should have a "get-on-with-it" environment. Clients who use the service should be encouraged to develop an "action plan." These will range from the woman who uses the Drop-In Centre and leaves with a sense of knowing her "next steps" to the woman who utilizes the services of the professional staff to solve problems so she can take charge of her life.

A Centre should be community rather than institution based because many adults find campus services threatening and education irrelevant to their concerns.

A Centre should work carefully with the media and the community so that its place in the educational network is clearly communicated.

> ALL OF THE RECOMMENDATIONS HAVE PROVEN TO BE EFFECTIVE AT THE UNIVERSITY OF BRITISH COLUMBIA'S WOMEN'S RESOURCES CENTRE. THE CENTRE IS CURRENTLY BEING RIGOROUSLY EVALUATED AND RESULTS WILL BE FORWARDED TO THE MINISTRY ON COMPLETION.

Details of all aspects discussed in this section are described in the Appendices. These represent some of the methods developed by the U.B.C. Women's Resources Centre to work with women clients, develop community leadership and train professionals in education and mental health.

APPENDIX I describes the volunteer, her job and her training with particular reference to Peer Counselling.

APPENDIX II describes the workshops that were successfully carried out in developing skills for rural women. (Discussions are currently underway with Northern Lights College and the College of New Caledonia to continue training in Women's programs. U.B.C. Women's Resources Centre has submitted a proposal to the Koerner Foundation to train women to operate Women's Resources Centres.)

APPENDIX III describes methods of assisting women, individually and in groups, with Life Planning.

BUDGET FOR THIS PROPOSAL

A. TO PROVIDE AN ADEQUATELY EQUIPPED WOMEN'S RESOURCES CENTRE.

OPERATING EXPENSES

HALF-TIME VOLUNTEER CO-ORDINATOR To train volunteers for peer counselling, vocational planning, educational brokering (Appendix I)		$ 8,500
VOLUNTEER EXPENSES (Parking, Gas and Child-care) $10.00 per month for 20 volunteers.		2,400
PROFESSIONAL SERVICES (Program planning, Life-Planning Interviews and Groups)		19,000
HALF-TIME SECRETARY		4,800
COFFEE, SUPPLIES, BOOKS, PUBLICITY		2,000
STAFF DEVELOPMENT		500
TELEPHONE		600
RENT (DROP-IN CENTRE and ADJACENT CLASSROOM) (Includes tax, fire insurance, water)		10,000
HEAT and LIGHT		300
	SUB-TOTAL	$48,100

CAPITAL EXPENSES

FOLDING CHAIRS (30 @ $15.00)		$ 450
FOLDING TABLES (6 @ $150.00)		900
DESKS (3 @ $400.00)		1,200
CHAIRS (6 @ $150.00)		900
TYPEWRITER		900
OPEN FILING SYSTEM		500
FILING CABINET, BOOK SHELF and RUG		500
MISCELLANEOUS		150
	SUB-TOTAL	$ 5,500
	GRAND TOTAL	$53,600

BUDGET FOR THIS PROPOSAL - (Cont'd.)

B. TO PROVIDE A MINIMALLY SUPPORTED WOMEN'S RESOURCES CENTRE.

A minimally supported Centre would require access to classroom space and equipment for programs. Secretarial support would have to be made available.

OPERATING EXPENSES

HALF-TIME VOLUNTEER CO-ORDINATOR	$ 8,500
VOLUNTEER EXPENSES	2,400
HALF-TIME PROFESSIONAL (PROGRAM PLANNER)	9,500
SUPPLIES, PUBLICITY	1,000
TELEPHONE	600
RENT (DROP-IN CENTRE ONLY) (Including tax, fire insurance, water)	5,000
HEAT and LIGHT	150
TOTAL	$27,150

N.B.: In some cases, a community college may already have a planner in women's programs. In this case, this item could be removed and total would be: $17,650

CAPITAL EXPENSES

DESKS (2 @ $400.00)	$ 800
CHAIRS (6 @ $150.00)	900
OPEN FILING SYSTEM	500
FILING CABINET, BOOK SHELVES, RUG	500
SUB-TOTAL	$ 2,700
TOTAL	$20,350
(INCLUDING HALF-TIME PROFESSIONAL PLANNER $9,500) GRAND TOTAL	$29,850

REFERENCES

[1]REPORT OF THE COMMISSION ON VOCATIONAL, TECHNICAL AND TRADES TRAINING IN IN BRITISH COLUMBIA. GOARD COMMISSION REPORT, 1977.

[2]COLLEGE STATISTICAL REPORTS, JULY 1977, EDUCATIONAL DATA SERVICES, B.C. MINISTRY OF EDUCATION.

[3]CARNEY, PAT, REPORT OF DISTANCE EDUCATION PLANNING GROUP ON A DELIVERY SYSTEM FOR DISTANCE EDUCATION IN BRITISH COLUMBIA, 1977.

[4]STATISTICS CANADA 1977, AS REPORTED IN "THE VANCOUVER SUN," MARCH 3, 1978.

[5]ABOUT FACE: TOWARDS A POSITIVE IMAGE OF HOUSEWIVES, ONTARIO STATUS OF WOMEN COUNCIL, 1977.

[6]JACKSON, R.W.B. "IMPLICATIONS FOR EDUCATION TRENDS IN LIVE BIRTHS AND INTER-NATIONAL AND INTER-PROVINCIAL MIGRATION OF CHILDREN," CANADIAN EDUCATION ASSOCIATION, 1977, AS QUOTED BY E. BROCK RIDEOUT, THE FUTURE FOR EDUCATION FINANCE IN CANADA; CHANGES IN THE CANADIAN CONTEXT, OCTOBER 1977.

[7]DARLING, MARTHA, "A WORLD OF CHANGE: WOMEN AT WORK." CONSULTATION PAPERS, THE INTEGRATION OF WOMEN INTO THE LABOUR FORCE, WESTERN CONFERENCE COMMITTEE; OPPORTUNITIES FOR WOMEN, 1975.

[8]"WORKING MOTHERS: IT'S NOT ENOUGH," NATIONAL FILM BOARD, 1974.

[9]ABOUT FACE: TOWARDS A POSITIVE IMAGE OF HOUSEWIVES, ONTARIO STATUS OF WOMEN COUNCIL, 1977.

[10]OSTRY, S. and ZAIDA, M., LABOUR ECONOMICS IN CANADA, McMILLAN OF CANADA TORONTO, 1972.

[11]"WOMEN IN BRITISH COLUMBIA'S LABOUR FORCE," LABOUR RESEARCH BULLETIN, SEPTEMBER 1975.

REFERENCES (Cont'd.)

[12]DARLING, MARTHA, "A WORLD OF CHANGE: WOMEN AT WORK." CONSULTATION PAPERS, THE INTERGRATION OF WOMEN INTO THE LABOUR FORCE. WESTERN CONFERENCE COMMITTEE: OPPORTUNITIES FOR WOMEN, 1975.

[13]RESEARCH AND PLANNING BRANCH, B.C. MINISTRY OF LABOUR.

[14]WOMEN IN THE LABOUR FORCE: FACTS AND FIGURES 1975, WOMEN'S BUREAU, LABOUR CANADA.

[15]COOK, DR. GAIL, OPPORTUNITY FOR CHOICE: A GOAL FOR WOMEN IN CANADA, STATISTICS CANADA IN ASSOCIATION WITH THE C.D. HOWE INSTITUTE, 1976.

[16]MITCHELL, SAMUEL, REPORT ON THE SURVEY OF CALGARY WOMEN FOR ALBERTA HUMAN RESOURCES RESEARCH COUNCIL, 1972

APPENDIX I

THE UNIVERSITY OF BRITISH COLUMBIA

WOMEN'S RESOURCES CENTRE

VOLUNTEER ASSOCIATES PROGRAM

Volunteer employment is a new kind of volunteering - one where the volunteer has expectations like those of an employed person e.g., work, training and skill development. The University of British Columbia's Women's Resources Centre has utilized this concept in designing the Volunteer Associate Program.

The program is designed as a learning experience for the volunteer who makes a commitment to the Centre in return for training and involvement in service.

In volunteer employment, a woman has a chance to learn new skills and up-date old ones. She learns about the resources in her community and develops confidence in her ability to function in new spheres.

The volunteer employment program is planned as a time limited experience and average length of stay is 1-2 years. A lower limit of six months is placed on volunteer employment contracts to prevent waste of time and money.

A strong volunteer program should include women of widely differing ages, backgrounds and cultures, as they bring fresh perspectives on women's issues. People have many reasons for wanting to be volunteers.

- For the women in transition, volunteer employment can be a way to career test and be an important bridge from the home to paid employment.

- For the newcomer to a community, volunteer employment can provide a means to connect with a new environment.

- For the woman with a demanding business career, volunteer employment offers a "human" dimension which is often lacking in her life.

The U.B.C. Women's Resources Centre Volunteer Associates have many responsibilities: Office Organization, Educational Brokering, Peer Counselling, Vocational Planning and Special Projects. A description of their training follows.

> WHEN AN INSTITUTION UNDERTAKES A VOLUNTEER PROGRAM, IT IS IMPORTANT THAT PAID STAFF ARE CLEAR THAT VOLUNTEERS ARE NOT TAKING JOBS FROM THEM. VOLUNTEER PROGRAMS MUST EXTEND THE SERVICES OF AN INSTITUTION AND UNDER NO CIRCUMSTANCES SHOULD VOLUNTEERS DO TASKS WHICH PEOPLE IN INSTITUTIONS ARE PAID TO DO.

APPENDIX 1

TRAINING MODEL FOR VOLUNTEER ASSOCIATES AT THE UNIVERSITY OF BRITISH COLUMBIA CENTRE FOR CONTINUING EDUCATION'S WOMEN'S RESOURCES CENTRE WITH PARTICULAR REFERENCE TO PEER COUNSELLING

The Women's Resources Centre operates a drop-in educational information centre staffed by Volunteer Associates who are trained Peer Counsellors.

The use of the Peer Counselling model is based on the work of Margaret Rioch of the National Institute of Mental Health* who showed that women with shared life experience and some training in listening skills and psychodynamics make good counsellors. Our experience bears this out!

In the Women's Resources Centre, the Volunteer Associates function as educational brokers, using their peer counselling skills to assist women to locate learning resources and map out action plans.

The Volunteer Associates are taught to view women in the context of their lives and to consider the social, emotional, physical and intellectual aspects of functioning. An important part of the training consists of understanding the place of peer counselling in the counselling team and knowing when referral is appropriate. Emphasis is placed on the ethical dimension of human service.

The Women's Resources Centre makes extensive use of adult education theory and practice to prepare women for their changed role in society.

TRAINING

1. THEORY AND PRACTICE OF COUNSELLING
   Six sessions (2 1/2 hours)
   Included are:
   Carl Rogers - "Client centered Approach"
   .Emphasis is placed on client's ability to do her own problem solving.
   .Client holds the power of growth; if the counselling relationship provides an atmosphere of genuine empathy and concern, the client will grow and change.

Robert Carkhuff

Expands on Rogers' approach by instituting an action plan. The course of action leads the client to move from "feeling" to DOING. The Counsellor develops a "program for success." The areas of action are "Physical," Emotional and Intellectual.

REALITY THERAPY

The crux of reality therapy is personal responsibility for one's behaviour and mental health.

A person strives for a "success identity" - through fulfilling two basic needs - (a) the need to love and (b) the need to feel worthwhile. In counselling, unrealistic behavior is discouraged.

The Counsellor builds on client's strength and successes, and sets up a contract.

The specific skills stressed are:

.Communication
.Self-awareness
.Decision-making
.Problem-solving
.Interviewing
.Problem Assessment

Extensive use of role-playing is made in training.

2. OFFICE SYSTEMS OF THE WOMEN'S RESOURCES CENTRE
   LEARNING RESOURCES OF VANCOUVER
   Two sessions.

3. VOCATIONAL PLANNING
   Two sessions.

Vocational Theorists covered are:

Donald Super's "Developmental and Self-Concept Theory."
Anne Roe
Abraham Maslow.
John Holland's "Vocational Behavior and Career Chice Theory."

Use of the assessment tests and material used by the Women's Resources Centre which include:

Holland's Self-Directed Search.
Resume Writing Kit
Richard Bolles "Quick Job Hunting Map."
Manpower C.C.D.O.
W.R.C. Vocational Information File.

Volunteers are trained to help women identify existing skills and make a realistic appraisal of their vocational potential.

N.B.: Job hunting can be demoralizing when jobs are not plentiful and volunteers are trained to work with people on "Survival Skills for the Unemployed." These include identifying personal interests, capacities and activities and using positive and creative use of leisure.

4. LIFESTYLE COUNSELLING (Healthy Living)
Two sessions.

Volunteer Associates are given a basic understanding of health and the preventive medical approach and of the inter-relationship between diet, exercise, stress management and psychic function.

In addition, there is monthly on-going training. This includes specific case discussion of new ideas relating to individual client needs and the use of appropriate resources and referral.

Training and on-going supervision are the responsibility of the volunteer co-ordinator. Additional training sessions are introduced as the need arises in:

.Public Speaking
.Group Facilitating
.Crisis Intervention
.Assertive Training
.Project Organization (e.g., How to develop a Referral Directory, How to conduct a Reseach Interview.)
.Office Organization

Implicit in the training of the Volunteer Associates and in the operation of the Centre is the belief that women's potential has been under utilized in Canadian society and education is the route to change.

March 1978.

Anne Ironside, MSW
Co-ordinator
Women's Resources Centre
The University of British Columbia

Ruth Sigal, M Ed, Counselling Psycology
Volunteer Co-ordinator
Women's Resources Centre
The University of British Columbia

*National Institute of Mental Health Pilot Study in Training Mental Health Counselors. American Journal of Ortho-psychiatry, V.33 (1963).

APPENDIX 2

SKILLS FOR RURAL WOMEN

The University of British Columbia's Women's Resources Centre has an unending stream of request from rural British Columbia for training workshops. We are in no position to respond. Budget limitations do not permit travel expenses for instructors and only occassionally can rural women pay fees which cover workshop costs.

In doing workshops outside the Lower Mainland, we have become aware of a great unmet need for training in women's programs. Rural women are women for whom no provisions are made.

With this in mind, we applied for grants. In 1976, we received $2,000.00 from Secretary of State and $5,000.00 from the Provincial Government. By use of our own resources and careful budget allocation, two workshops were held and expenses of training, accommodation and travel subsidy for 47 women were covered.

TRAINING PROGRAM I - 1976

Our target group was the women who run Women's Centres. We designed the program with a government consultant who worked with Women's Centres. Forty women came to Vancouver for training in:

SKILLS TO WORK WITH WOMEN WHO COME TO WOMEN'S CENTRES (e.g., Peer Counselling Assertiveness Training).

SKILLS TO MANAGE AN ORGANIZATION (e.g., Goal Setting, Conflict Resolution).

SKILLS TO WORK WITH THE COMMUNITY (e.g., Analyzing the Power Structure and Gaining Community Support).

The workshops were enthusiastically received. Subsequently funding for many women's centres was withdrawn and as a result the program network disintegrated. The challenge of education of rural women for change remained and a new approach was developed.

TRAINING PROGRAM II

Through the University of British Columbia's Centre for Continuing Education's rural programming initiations, we had met a number of women who had time, talent, community credibility and a desire to work for women in their community. Seven women were selected to come to Vancouver to learn leadership and program development suitable to the needs of their regions.

Criteria for selection:

- .Group leadership potential
- .Community credibility
- .Concern for the future of all women in a community.
- .An appreciation of the value of education in achieving life goals.
- .Access to a programming facility such as a community college or school board.

Rural women with such qualifications were readily identified leaving us with the firm conviction that there are many more women who could benefit from this type of training. The women chosen had a wide range of educational backgrounds ranging from high school completion to university degree.

The training group was matched with seven Volunteer Associates from our Women's Resources Centre, so that rural and urban women could learn from each other and exchange ideas about what works in what setting.

PLAN:

Beforehand: Learning kits sent to all participants.
Check lists to evaluate community resources.

ELEMENTS OF TRAINING PROGRAM

ROLE OF LEARNING IN ADULT WOMEN'S LIVES
Who comes to programs and why.

BEGINNING SKILLS IN GROUP LEADERSHIP
Task oriented groups.
Process oriented groups.

HUMAN RELATIONS SKILLS
Communication skills.
Assertive skills.

USE OF FILM IN PROGRAMMING

SKILLS IN PUBLICIZING A PROGRAM
Use of media.
How to write copy.
How to produce artwork on a limited budget.
How to give your information "readability."

DEMONSTRATION OF A ONE-DAY MODEL "LIFE-PLANNING FOR WOMEN"
(See following)

DEVELOPING A PORGRAM STRATEGY THAT SUITS THE COMMUNITY

Evaluations were enthusiastic. Feed back and follow-up indicate these women have mounted successful programs and enriched their own communities. This was a limited demonstration project. We feel it proved the success of adult education as a method to bring about change in women's lives!

****

Plans for further development of programs for rural women include:

Teaching Asssertiveness Training - a four day workshop which will include introductory skills in the helping process. Although this was designed for rural women, no subsidies are available.

A proposal has been submitted to the Koerner Foundation to bring women to Vancouver to receive training in How to Operate a Women's Resources Centre.

APPENDIX 3

LIFE PLANNING INTERVIEW

PURPOSE:

1. To assist in an examination of life activities, responsibilities and satisfactions.
2. To articulate life directions and goals.
3. To work out first steps toward actualizing goals.
4. To tie short term goals into overall life plan and goal.

INTERVIEWERS ROLE:

TO ELICIT DATA about background, education, family responsibilities.

TO EXPLORE feelings about present conditions.

TO ASSESS capacity and interests toward a new career.

TO KNOW EDUCATIONAL RESOURCES formal and informal for self-development.

TO EXPLAIN OF GROUPS as a place to learn interpersonal skills, rehearse new behaviors, overcome self-defeating behavior.

INTERVIEWEES ROLE:

To make up her plan based on interview and life data.

LIFE PLANNING GROUP

A THREE-SESSION GROUP FOR WOMEN WHO REQUIRE MORE THAN A LIFE-PLANNING INTERVIEW

This group is designed to assist women to clarify life goals, develop positive attitudes and behaviors, learn how to put their life plan into action and receive support during times of stress - e.g., unemployment.

Session I - SELF-AWARNESS

Participants assess their lives along a number of dimensions: work, relationships, self, leisure and community. They identify the areas they wish to strengthen and begin to identify the information they need to make an "action plan."

HOMEWORK:

Gather information on options and on prerequisites; identify how they utilize their time.

Session II - GOALS CLARIFICATION

Using group methods, participants clarify their long term goals. They develop an "action plan" which outlines the short term objectives which lead to the long term goals.

HOMEWORK:

Begin taking action on short term objectives.

Session III - ACTION PLAN EVALUATION AND UP-DATE

On the basis of homework assignments, action plan strategies are revised. Pertipants are given behavioral feedback and encouragement to develop positive approaches to life change.

LIFE PLANNING FOR WOMEN

A ONE-DAY WORKSHOP MODEL DEVELOPED BY

Dr. Clare Buckland and Anne Ironside

I N T R O D U C T I O N

WHY IS LIFE PLANNING IMPORTANT?

Two Frameworks
- Dr. Clare Buckland (from Gail Sheehy's Passages.) (see handout #1)
- Anne Ironside - Status of Women in Canadian Society (see handout #2)

HOW DO WE GO ABOUT IT?

Life Planning involves looking at the past, the present and the future

WHAT ARE SOME WAYS TO LOOK AT THE PAST?

Lifelines (see handout #3)
- What models did we have as women?
- What "rules" did we inherit? (see handout #4)

HOW CAN WE LOOK AT OURSELVES IN THE PRESENT?

Adjective list (see handout #5)
Handout #6 has been omitted
- I.D. Circle - Evaluating Your Life Space (see handout #7)
- Value Survey - What is important to us?
  - Do our values and actions "match"? (see handout #8)

HOW CAN WE LOOK INTO THE FUTURE, CLARIFY OUR LIFE GOALS plus DEVELOP A STRATEGY TO ATTAIN THEM?

I. D. Centre workshop (see handout #9)
Images ----→ Goals ----→ Action (see handout #10)

L I F E P L A N N I N G

Ages...Stages...and Life Tasks

Life planning is an ongoing process. We may not have expected that this is so, and we may resent change, always hoping that "things will settle down and stay put." Or if life seems to be going smoothly and we are vaguely dissatisfied, we may feel that our restlessness is unjustified. The new research on adult life stages provides a new and useful perspective on continuing growth and development and periodic challenges to alter, deepen or extend our life style.

The following data is abstracted from Gail Sheehy's insightful book, Passages, plus an additional perspective from the O'Neill's Shifting Gears. It is intended simply to provide a "frame" for the group leader in looking at the content and timing of women's life experiences, both for an understanding of their own dilemmas and in relation to the men they live and work with.

Summary notes from Gail Sheehy: Passages: Predictable Crises of Adult Life
New York, E.P. Dutton, 1976

"...even as grown-ups we may alternate between being in step and being off balance both with ourselves and the forces in our world...The years between 18 and 50 are the center of life, the unfolding of maximum opportunity and capacity. But without any guide to the inner changes on the way to full adulthood, we are swimming blind. When we don't "fit in", we are likely to think of our behavior as evidence of our inadequacies, rather than as a valid stage unfolding in a sequence of growth, something we all accept when applied to childhood. It is even easier to blame our periods of disequilibrium on the closest person or institution: our mother, our marriage, our work, the nuclear family, the system...No one ever told (us) that a sense of stagnation, disequilibrium, and depression is predictable as we enter the passage to midlife." (Sheehy, p. 11)

I. Pulling Up Roots - ages 18-22. Getting away from parents. Protestations: "I have exactly what I want". The impetus to leave home physically; the development of identity to leave home emotionally - a development of provisional identity. Tasks: to locate oneself in a peer group; to solidify a sex role; to find an anticipated occupation; to adopt an ideology or world view; to learn confidence in one's own judgment.

The myth: We can piggyback our development by attaching to a Stronger One.

II. The Trying Twenties - ages 22-28. The confronting question: How to take hold in the adult world. The pervasive theme: Doing what we should - the shoulds defined by family models, cultural pressure and the prejudices of peers. Impulses: to build a firm, safe structure for the future, with strong commitments; and at the same time to explore and experiment, keeping any structure tentative and easily reversible. The tasks: To shape a dream; to prepare for a life work; to find a "mentor" (a usual thing for a man; there are few mentors for women).

III. Catch-30 - ages 28-32, transition; ages 32-39, settling down. Pervasive theme: "What do I want out of this life, now that I'm doing what I ought to do?" (p.138) Characteristics: a restless vitality, experiencing restrictions which are the outgrowth of the choices of the twenties; expectations of accomplishment: family, home, career; converting dreams into concrete goals; marital binds because of differing wants/needs. Woman feeling inadequate in relation to wider world. Requirement: willingness to change.

IV. The Deadline Decade - ages 35-45. Pervasive theme: "I must..." "I have only so much time before the dark to find my own truth." (p.242) - groping toward authenticity. Inner changes: a change in the sense of time; creating our own inertia by saying: "It's too late to start something new"; de-illusioning our dreams toward greater realism; grieving for our old, dying self; experiencing a crisis in creativity. The task: "..the work is to move through a disassembling to a renewal. What is disassembled is that narrow self we have thus far put together in a form tailored to please the culture and other people...That narrow, innocent self is indeed dying, must die, in order to make room for the fully expanded self who will take in all our parts, the selfish, scared, and cruel along with the expansive and tender - the "bad" along with the "good"....the capacity for renewal within each human spirit is nothing short of amazing....The most important words in midlife are--Let Go. Let it happen to you. Let it happen to your partner. Let the feelings. Let the changes." pp. 249-251

V. Nifty Fifties. If we handle the mid-life crisis constructively, we move into a mellower phase. Possibilities: a "striking improvement in the exercise of judgment" (p.343); redefined attitudes toward money, religion, and death; an ability to value one's parents as persons, and to look at aspects of them in ourselves; increased satisfaction in marriage "once we stop displacing our inner contradictions on our spouse. The steep rise of contentment levels off after 50 at a higher plateau." (p.349) A healthy respect for eccentricity once "we overcome the habit of trying to please everyone, which seems to be a late development for many women." (p.349) Living alone can come to be experienced as essentially good. Self-approval: "One of the great rewards of moving through the disassembling period to renewal is coming to approve of oneself ethically and morally and quite independent of other people's standards and agenda." Arrival at what Erikson calls "integrity"..."arrival at that final stage of adult development in which one can give a blessing to one's own life."(p.351) Friends become more important; privacy becomes more important. A motto might be: No more bullshit!

Another approach to life tasks is found in Shifting Gears by Nena and George O'Neill. New York, M. Evans & Co., 1974

In Eastern traditions three psychic phases are recognized:

(1) to define ourselves in terms of the society we live in
(2) to explore our particular inner capabilities
(3) to give ourselves to something larger than we are

These phases are always present in varying degree, although not necessarily in sequence. We may be out of phase with the societal norm. Personal crisis is, or should be, a rite of passage from one level of development to another. But in today's culture, without supportive traditions or mores, many of us fail to complete the journey, and get stuck in a transitional phase.

Dr. Clare Buckland

Anne Ironside
Women's Resources Centre
Centre for Continuing Education
University of British Columbia

Women's Resources Centre
A Life-Planning Service
Downtown, Drop-In - 1144 Robson
Phone No. 685-3934

STATUS OF WOMEN IN CANADIAN SOCIETY

LIFE PLANNING FOR WOMEN

I. Women plan their lives differently to men. Men tend to have long range plans about how they will participate in the life of the community. Women, however, plan to marry and raise children but are less clear about how they will design their lives beyond the family.

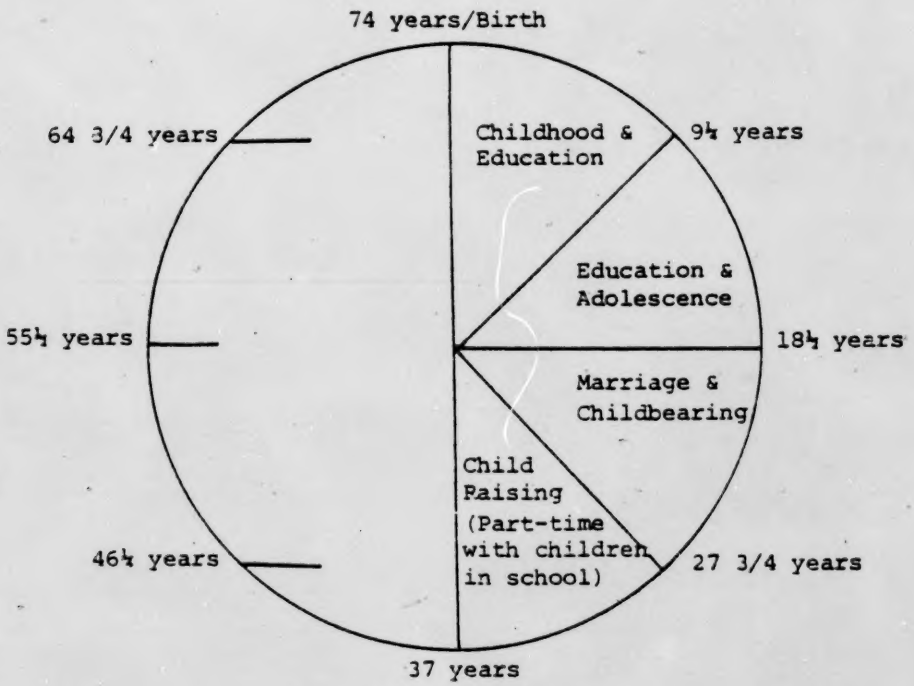
The idea of life planning is to help women explore new possibilities and options for themselves and to work out a way in which each woman can contribute her uniqueness to community life.

II. This is a new idea because the world has changed for women.

In our grandmother's time, raising children occupied most of her time. Typically, she raised eight children and then died at forty (often in childbirth).

Now the usual pattern is to have two children and live into our seventies.

A Woman's Life:



What that means for our generation is that we have an opportunity to plan for a life/work in the community.

Some of us will wish to enter paid employment, others, will pursue our life work through volunteer employment. Still others, will choose education as a means to our goal or as an end in itself.

While our children are young and the demands of child-rearing the greatest, the challenge of balancing family and community life is very great because of the current inflexibility of educational institutions and employment situations. There is much work to be done with these institutions to get them to be responsive to the adult women's lives.

It is important to have an accurate picture of how things are for Canadian women.

1. Average Canadian woman will work 30 years in labour force.
2. Average female earnings $6,734
   Average male earnings $11,736
   Income gap is widening.
3. One in four marriages end in divorce.

Now for the good news:

4. Educational institutions are becoming more welcoming of the "mature student" (anyone over 25). Studies show mature students perform better academically.
5. Some employers are experimenting with flexitime - an arrangement that would work well for young mothers.

Studies show that the children of working mothers are emotionally as well adjusted as the children of mothers who stay at home. Children of mothers with part-time jobs show a superior adjustment.

The world has never been so in need of women's talents and energy as well as the unique insights the feminine consciousness brings to situations.

A life planning workshop is useful to women who wish to clarify their life goals and identify community resources which can help them develop their potential.

L I F E L I N E Exercise LPW #3

Where Have I Come From?

1. Take a sheet of newsprint and 2 or 3 colored felt pens, and draw a "lifeline". There is no "right" way to do this, and the ways we choose will be as individual as each one of us. Find some way to note significant persons and events, or turning point...whatever stands out for you as you scan your life to the present time. This will show you graphically where you have come from and where you are now in relation to an anticipated life span. (Give as few instructions as possible, leaving maximum room for variation, invention, creative representation.) You are asked to work silently.

2. You will have 20 minutes to work, and then we will divide into groups of 3-4-5 persons (depending on the total number in the group, and the amount of time you will have available @ 10 minutes per person) - and share our life lines as a way of getting acquainted. We will share only as much as we are comfortable with sharing, but if there are some items you choose to leave out, these can be added privately later....Now, without talking, take paper and pens and find a quiet space to work.

3. (After 20 minutes) When you have finished would you return the pens to the center space (or table, etc.) and choose 2 or 3 others with whom to share. I would like to request a special way of doing this: In order to respect each person's right to share only what she wishes, each you begin by commenting on your own work: "I notice about my life line that...." indicating anything that stands out for you, any discovery or perspective gained by representing your life graphically. And when you have commented on your own, invite each other person to say what she notices about your drawing. In giving feedback, avoid probing or interpreting or judging - say only what you "notice". You will have about 10 minutes each. (It is helpful to ring a little bell, or use a timer, to indicate each 10 minute period, so that everyone gets a turn.)

4. (Optional) Would everyone return now for some discussion as a whole group. Take another look at the significant persons on your Lifeline. (a) Who were your models, male and female? (b) What were the "rules" which you learned from these models and which tend to govern your life? (as in Virginia Satir's book, People-making ; or, if using a Transactional Analysis model, as in Born to Win, or I'm OK-You're OK, encourage participants to look at the internalized Parent and the "shoulds") (c) Did you have a "mentor" (as in Gail Sheehy's Passages), a woman to whom you looked up as a role model, and who took a special interest in your development?

Supplies needed

newsprint - one sheet per person
felt pens - about 3 each, assorted colors (check to eliminate any that are too pale in color or have dried out)
small bell or timer

Dr. Clare Buckland

31

Those Old "RULES" We Grew Up With

RULES stem from BELIEFS. e.g. If you believe that if you show anger your friends will not love you, then you will hide your anger.

BELIEFS stem from our experience in the world, beginning with parents

RULES are an effort to reduce the confusion and uncertainty. The emphasis is on obedience.

Obedience to rules gives our power to others and reduces our options. e.g. the feeling that I cannot "play" alone. Play is something you do with a man. When I am without a man I don't play, I work! and channel all my creativity into intellectual or practical activities.

"I can't think"...
I mustn't think about that...
That's not a nice way to think...
Think positively

"I can't feel"...
You shouldn't feel that way...

"I can't move"...
There's no way to turn...
I'm stuck with it...

Sam Keen suggests an exercise: What 10 Commandments would best summarize the "rules" of your family--the "messages" you grew up with?

Here are some examples:

Don't cry in front of other people.

Be sensible. Be reasonable.

Think of others first.

Don't argue. Don't talk back.

Take that look off your face.

Clean up your plate.

Don't make a fool of yourself.

Dr. Clare Buckland

A D J E C T I V E S Exercise

Who Am I Now?

Provide 2 Adjectives lists per person, one to use in the group, and one to hand out later to take home (see suggestions below). Instructions:

1. Mark on the list the adjectives which describe how you see yourself as you are right now. Work rapidly, marking those which you respond to with some real sense of recognition - "Yes, that's me." Use a small mark beside the adjective rather than underlining. (5 minutes)

2. Now choose only 10 of those marked. Which 10 are most like you? It is helpful to work without talking. It can be fun, but take it seriously! (5 minutes)

3. Now take a few minutes to notice some data about yourself...(Have the following questions on newsprint, ready to post at this point) (a) Notice the range of characteristics which you feel are yours...How much variation is there? (b) Notice the proportion of "liked" or "disliked" - "positive" or "negative" qualities you have marked. (c) Notice any adjectives very obviously missing...qualities you may have been reluctant to mark, or which you wish were more true of you, and mark these with a different kind of mark for future reflection and journal writing.

4. Now choose 2 or 3 others (either the same people with hom you shared the Lifeline, or new people - depending on the makeup of the group and the leader's objectives) with whom to share your reflections about your list. Again, share only what you are comfortable with sharing, and in giving feedback avoid probing or judging. We need to give each other plenty of room for experiencing what really strikes us about our work.

5. Extended work at home, if desired:

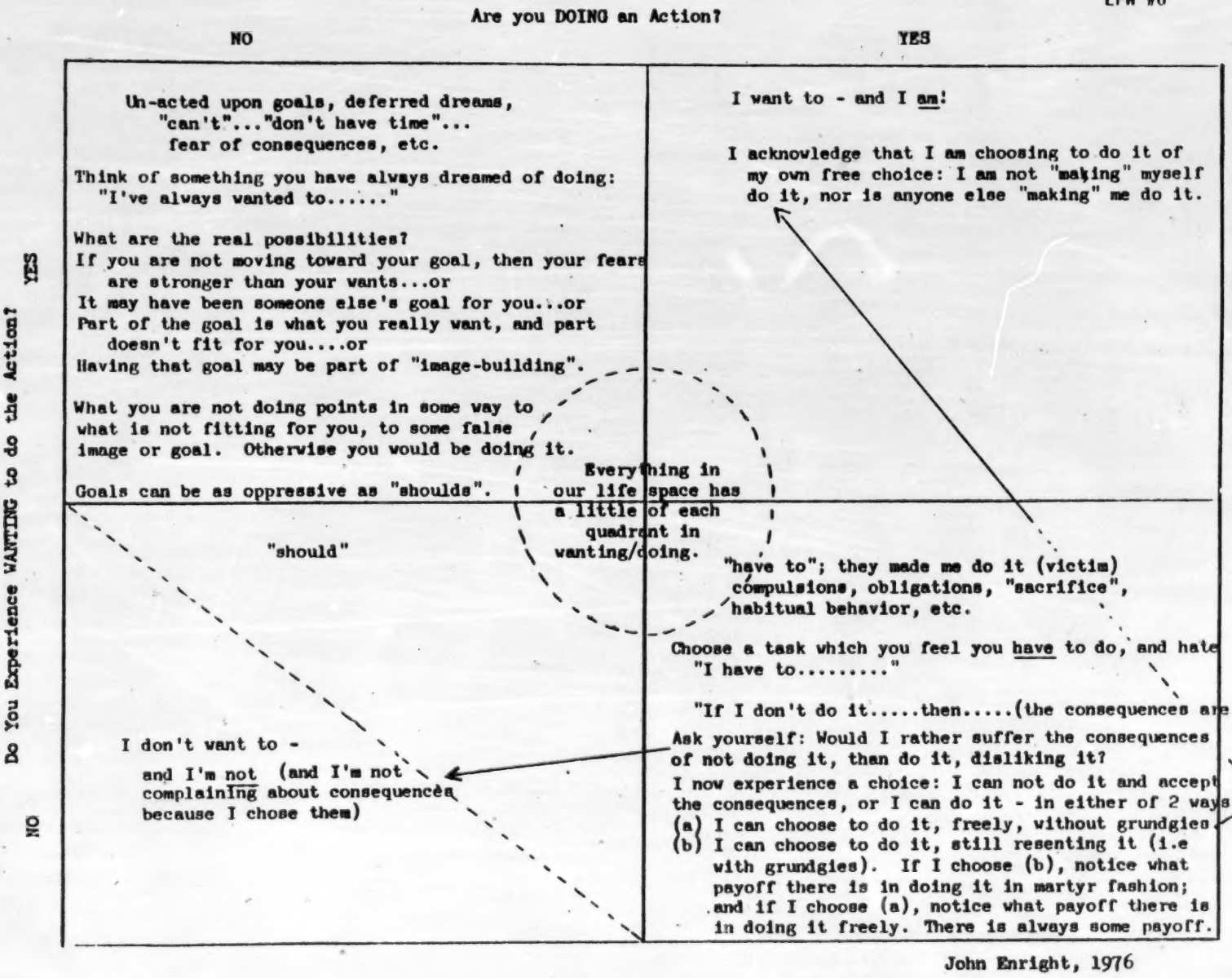
   (a) Have a friend, or family member(s) describe you, using this list. Compare perceptions - each being valid and adding a fresh perspective, just as your self-perception has its own validity.

   (b) Taking a different colored pen, or using different symbols, choose adjectives which describe (1) how you imagine you are seen by others - particularly others in different settings; (2) how you believe your real self to be; and (3) characteristics you would like to develop.

   (This last exercise relates to Life Planning, especially to the segment of the circle labelled Individual Development)

ADJECTIVES

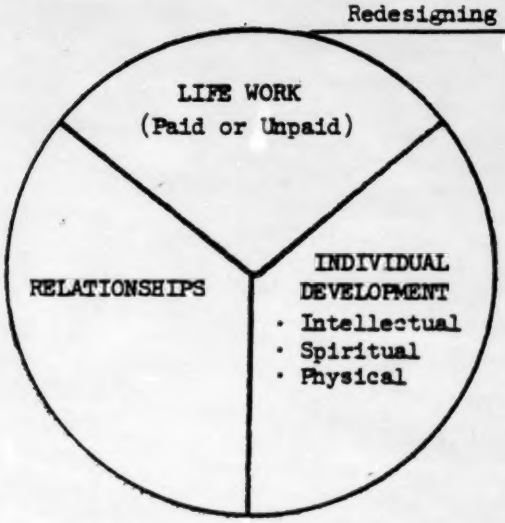
able
accepting
adaptable
affectionate
aggressive
ambitious
analytical
annoying
anxious
athletic
authoritative
beautiful
belligerent
bitter
bold
boring
brave
calm
carefree
careless
caring
centered
certain
cheerful
childlike
clever
cold
competitive
complex
confident
conforming
controlled
courageous
cranky
critical
cruel
cynical
demanding
dependable
dependent
determined
dignified
disciplined
docile
dogged
dominant
domineering
dreamy
dutiful
effervescent
efficient
elusive
energetic
exciting
extraverted
fair
fearful
foolish
forceful
frank
free
friendly
genial
gentle
giving
greedy
gruff
guilty
gullible
happy
hard
harsh-spoken
helpful
helpless
honorable
hostile
humorous
idealistic
imaginative
immature
impressionable
inconsiderate
independent
individualistic
ingenious
innovative
insensitive
insincere
intelligent
introverted
intuitive
irresponsible
irritable
jealous
jovial
kind
knowledgeable
lazy
liberal
lively
logical
loving
loyal
malicious
manipulative
materialistic
maternal
mature
merry
modest
mystical
naive
narcissistic
negative
nervous
neurotic
noisy
objective
observant
organized
original
overburdened
overconfident
overconforming
overemotional
overprotecting
passive
paternal
patient
perceptive
perfectionist
persuasive
petty
playful
pleasant
pompous
powerful
pragmatic
precise
pretending
principled
progressive
protective
proud
quarrelsome
questioning
quiet
radical
rationalizing
rational
reactionary
realistic
reasonable
reassuring
rebellious
reflective
regretful
rejecting
relaxed
reliable
religious
remote
resentful
reserved
resolute
respectful
responsive
retentive
rigid
risking
sarcastic
satisfied
scientific
searching
self-accepting
self-actualizing
self-assertive
self-aware
self-indulgent
selfish
self-reliant
self-righteous
self-sufficient
sensible
sensitive
sensuous
sentimental
serious
sexual
shy
silly
simple
sinful
skillful
sly
sociable
soft-spoken
sophisticated
spontaneous
stable
strained
strong
stubborn
sympathetic
taciturn
tactful
temperamental
tenacious
tender
tense
thoughtful
tough
trusting
trustworthy
unassuming
unaware
uncertain
unconcerned
uncontrolled
understanding
unpredictable
unreasonable
useful
vain
visionary
vulnerable
warm
willful
wise
wishful
withdrawn
witty
worried
yielding
youthful
zestful


Are you DOING an Action?
NO
YES
Do You Experience WANTING to do the Action?
YES
NO
Un-acted upon goals, deferred dreams, "can't"..."don't have time"... fear of consequences, etc.
Think of something you have always dreamed of doing: "I've always wanted to....."
What are the real possibilities?
If you are not moving toward your goal, then your fears are stronger than your wants...or
It may have been someone else's goal for you...or
Part of the goal is what you really want, and part doesn't fit for you....or
Having that goal may be part of "image-building".
What you are not doing points in some way to what is not fitting for you, to some false image or goal. Otherwise you would be doing it.
Goals can be as oppressive as "shoulds".
"should"
I don't want to -
and I'm not (and I'm not complaining about consequences because I chose them)
Everything in our life space has a little of each quadrant in wanting/doing.
I want to - and I am!
I acknowledge that I am choosing to do it of my own free choice: I am not "making" myself do it, nor is anyone else "making" me do it.
"have to"; they made me do it (victim) compulsions, obligations, "sacrifice", habitual behavior, etc.
Choose a task which you feel you have to do, and hate
"I have to....."
"If I don't do it.....then.....(the consequences are)
Ask yourself: Would I rather suffer the consequences of not doing it, than do it, disliking it?
I now experience a choice: I can not do it and accept the consequences, or I can do it - in either of 2 ways:
(a) I can choose to do it, freely, without grundgies.
(b) I can choose to do it, still resenting it (i.e with grundgies). If I choose (b), notice what payoff there is in doing it in martyr fashion; and if I choose (a), notice what payoff there is in doing it freely. There is always some payoff.

John Enright, 1976

Evaluating Your Life Space...

Redesigning Your Life



1. On a large sheet of newsprint, draw this diagram, and in each of the 3 segments begin to sketch out what is involved: the tasks, persons, activities that are "just for you".

2. In your journal, amplify and reflect on the following questions in relation to each segment:
   (a) What kind of expectations do you experience in relation to these people and situations? Write about the duties, obligations, "have-to's" which you try to meet. What proportion of your energies do you expend in meeting or taking care of or fulfilling these expectations? (outgoing energy) How do you feel about this?

   (b) What satisfactions or fulfillment do you experience in relation to these people and situations? (incoming energy, pleasure, renewal) How do you feel about the balance between outgoing and incoming energies?

   (c) Look at the section on Individual Development...What do you notice? What would you like to add?

3. (If you have used the John Enright exercise, the following work is useful) Recalling the exercise on converting unwanted activity to chosen activity, what "have-to's" can you eliminate to free yourself for chosen, rewarding activity? What "have-to's" can you change into "choose-to's" by changing your attitude toward them? (changing behavior in relation to roles and expectations)

4. If you feel resentments in relation to key persons, how could you express your feelings and request change, while taking responsibility for your own part and without blaming? ("I" messages from you to others)

5. What initiatives could you take to develop new activities, or work, or relationships? (redesigning your life in terms of the full circle)

Dr. Clare Buckland

A VALUE SURVEY

Prioritize the following statements, using the number 1 for that which is most important to you and continuing down 2,3,4, etc., as the importance decreases. You may have "ties"; if you absolutely can't decide between two items they can both be given the same number rank. You may also leave some out. Please try to rank as you <u>really</u> feel, not as you think you <u>should</u> feel.

<u>IN YOUR WORK</u>, WHAT IS IMPORTANT TO YOU?

____ *An urgent, important work that needs attention*

____ *A steady income with good, secure fringe benefits*

____ *A chance to be creative, individualistic*

____ *A lot of responsibility; a sense of being needed*

____ *Pleasant environment, friendly co-workers, nice physical conditions*

____ *Challenging work, opportunity to use my own initiative*

____ *Chance for advancement, and public recognition*

____ *Opportunity to be in charge, supervising others, having authority*

____ *Doing work that is of a service to others*

____ *A spirit of competition, a chance to win*

____ *Reasonable amount of commitment needed; no stress or overwork*

____ *Opportunity to learn new things*

____ *Other:* _____

<u>REGARDING RELATIONSHIPS</u>, WHAT IS IMPORTANT TO YOU?

____ *Knowing lots of people, a big circle of acquaintances*

____ *A strong family circle*

____ *A good, solid one-to-one emotional relationship (spouse, partner)*

Value Survey (continued)

____ *A strong "support system"; e.g., church, club, organization, union*

____ *An exciting, romantic partner*

____ *Compatible colleagues (boss, peers, subordinates)*

____ *A few deep, close friends*

____ *A lot of good contacts, people who would be helpful if I needed career assistance*

____ *People who I can help in some way; a feeling that I am useful to others*

____ *Other:* _____

AS AN INDIVIDUAL, WHAT IS IMPORTANT TO YOU?

____ *Experiencing a sense of accomplishment; making my mark in the world*

____ *Serenity, a peace of mind; not to worry*

____ *Financial security, not having to worry about bills and financial obligations*

____ *Ability to have fun*

____ *Knowing that I am growing intellectually*

____ *Looking after my health, getting right exercise, eating right foods*

____ *Knowing that I am well-liked by co-workers*

____ *Knowing that I am well-loved by my family*

____ *Growing spiritually, having a religious strength*

____ *Learning to accept myself, my limitations; liking myself*

____ *Learning good "people" skills; managing conflicts*

____ *Growing toward emotional maturity; learning to understand and control my emotions*

____ *Other:* _____

"These materials were developed by Alena Moris of the I.D. Centre, Seattle"

NEW GOALS

Based upon the realities of your present situation and the insights gained from your SELF DISCOVERY assessment, determine those areas of your life which need new goals. State the goals in practical terms wherever possible. Avoid such goals as self-fulfillment, security, happiness, etc. Instead, break down such goals into action oriented sub-goals.

To emphasize the need for the balanced life-style, the chart below shows three rather artificial, but useful, categories.

A. Relationships: Do you need to enlarge your circle, correct some bad relationships, deepen some important ones, withdraw from others. Think specifically.

B. Individual: Consider the intellectual, spiritual, physical and emotional aspects of yourself. What needs attention?

C. Lifework/Job: Do you need to set investigation goals, enhancement goals, advancement goals or security goals. Think widely in terms of yourself-as-worker.

Dare to dream. Don't cancel out a goal before you've evaluated it; it might not be impossible.

RELATIONSHIPS	INDIVIDUAL	LIFEWORK/JOB

"These materials were developed by Alena Moris of the I.D. Centre, Seattle"

LIFE PLANNING FOR WOMEN

I M A G E S ---------- G O A L S ---------- ACTION

This is a method of unburying the dreams we all have about how we would like to live, of uncovering those things that are most important to us.

The next step is to translate the image into "do-able" goals. Then, diagnosing the forces that will help or hinder us from realizing our goals.

Using the creativity and resources within the group, the next step is to develop an action plan for ourselves.

****

MATERIALS NEEDED: NEWSPRINT (3 sheets per person) and FELT PENS.

A. IMAGES

Relaxation exercises to let go of tension.
Fantasy journey to look in on yourself in the future.

B. GOALS

Formulate concrete goals from your images about your life in the future. Analyze the forces that will help you achieve your goals and the forces that will block you.

	+ forces	- forces
Self		
Other		
Community		

C. ACTION

Working in groups of 3 or more, brainstorm ways to strengthen the positives and reverse the negatives.

Using the creativity of the group to examine alternative paths to the goal, develop an action plan of concrete next steps, i.e.,who to see, what skills to develop, etc.

Each person should leave the workshop with an Action Plan.

Adapted from Dr. Eva Schindler-Rainman, Dr. Ron Lippitt, Dr. Kurt Lewin.

This report to the Ministry of Education, Science and Technology has been published as a Discussion Paper in order to foster informed reaction to its contents. You are urged to comment in detail or simply complete this form, detach and fold as directed, and mail to the Continuing Education Division of the Ministry. Or you may telephone Dr. Ron Faris, Executive Director of Continuing Education, at (604) 387-1411.

COMMENTS: _____

--------FOLD----------

PLACE
STAMP
HERE

Continuing Education,
Post-Secondary Department,
Ministry of Education,
Science and Technology,
Parliament Buildings,
VICTORIA, B.C.

V8V 1X4

ATTENTION: Dr. Ron Faris,
Executive Director

--------FOLD----------